

DEVELOPING SUPPLEMENTARY VOCABULARY MATERIAL FOR EFL YOUNG LEARNERS

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Abstract

Tujuan dari penelitian ini adalah untuk mengembangkan materi pembelajaran kosakata tambahan untuk siswa sekolah dasar. Subjek penelitian ini adalah siswa kelas 4 SD yang terdiri dari 25 siswa. Penelitian ini menggunakan desain modifikasi R & D (Research and Development cycle proposed by Borg & Gall) yang memiliki beberapa tahapan yakni uji kebutuhan, studi referensi, pengembangan materi, uji validitas ahli, uji coba, dan produk. Data Penelitian dijangkau menggunakan observasi, tes kosakata, lembar validasi dan wawancara. Hasil penelitian menunjukkan bahwa siswa tidak bisa mempelajari kosakata lebih karena terbatas materi pembelajaran kosakata, *weather*, *job*, *clothes*, dan *sport* menjadi topik pengembangan materi kosakata tambahan dan uji validitas dari ahli I 81,53%, II 78,46%, III 84,61%, dan IV 78,46 % menunjukkan bahwa produk yang dikategorikan baik. Dari hasil temuan dan proses dapat disimpulkan bahwa produk supplementary vocabulary ini dapat memfasilitasi siswa dalam mempelajari kosakata.

The objective of this research was to develop supplementary vocabulary material for EFL young learners. The subject of this research was the fourth grade students of SD Alkautsar consisting of 25 students. This study used R & D cycle modified from R & D proposed by Borg and Gall. The data were collected using observation, vocabulary test, validation sheet, and interview. The result showed that the students couldn't learn more vocabulary and they concerned to the grammatical focus because the activities and tasks were limited, weather, job, clothes and sports are the topics developed, and expert validation from expert I 81,53%, II 78,46%, III 84,61%, and IV 78,46 % showed that the product was categorized as good criteria. The findings and the process indicate that the product of the study which is in the form workbook can facilitate students learning vocabulary through supplementary vocabulary material.

Keywords: *material development, research and development, supplementary vocabulary.*

INTRODUCTION

English has been the most common language in the world. People seemed totally to believe that English should be taught at tertiary, secondary, primary and pre-school in the EFL teaching learning context. For the primary school where mostly young learners are, the need to learn English still stands on the high demand. Young learners are basically those who are at very beginning of the age starting to learn language. In this case that young learners or primary school students learn English as their foreign language, not their second language. Learning English for the primary school students that has four skills such as listening, speaking, reading and writing are always underlain by vocabulary. Vocabulary is definitely an important language aspect that should be mastered by the students in learning English regardless the students' levels. In line of this Wilkins (1976) states that having the appropriate vocabulary, some forms of interchange of language are possible, but without the vocabulary it is impossible. Moreover, Dees (2003) in Wisudayanti (2012) states that if students possess an extensive and effective vocabulary they can improve their performance in school on achievement and aptitude tests and they can communicate more effectively with others. Through mastering vocabulary in large number, the students will not have limitation to communicate with others. Therefore, Cross (1991) says that in teaching a language, teachers cannot neglect teaching vocabulary because a major aim of most teaching programmers is helping the students to gain a large vocabulary of useful words.

To conduct a teaching and learning vocabulary, the vocabulary material here is very needed. In fact that the vocabulary learning material and the time are limited

given by government and each schools for the students so that it might cause the students lack of the vocabulary to communicate. Through the limitation of vocabulary material and time, supplementary vocabulary materials is going to develop to improve students' vocabulary especially to the fourth graders of SD Al-Kautsar Bandar Lampung. Cunningsworth (1995:10) says that supplementary material especially graded book is expected to answer the disadvantage of coursebook that is improving varieties in teaching procedures, responding individual student needs and problems, and also improve the creativity in teaching technique and language use, the time limitation for vocabulary learning and other complicated aspect in the class is expected to be coped with it.

The supplementary material product is developed on the basis of the assumption that the supplementary material is suitable for the students' need and interest and the material can help the students learning vocabulary. It is based on Cunningsworth (1995:138) statement that, "An advantage of using this kind of graded (supplementary) material is that it is easy to find exercises at a lower or higher level than the regular course book being used." Therefore, this article discusses the major issue that is to develop the supplementary vocabulary material for EFL young learners in the fourth grade at Alkautsar elementary school Bandar Lampung.

METHOD

Since this research used a development design, the principle used was modified based on the development model of Borg and Gall. The model of Borg and Gall

was modified in term of limiting the try out to a limited classroom because the product that was developed was only intended to specific class. Furthermore, another modification of this development model was that having some experts to conduct the validation of the product. The adaption model of development still carried out the essential of research and development; the coverage of needs assessment, the involvement of experts to validate the product, and the try-out to find out the acceptability, usability, and utility.

The whole procedure is described in Figure 3.2 as following

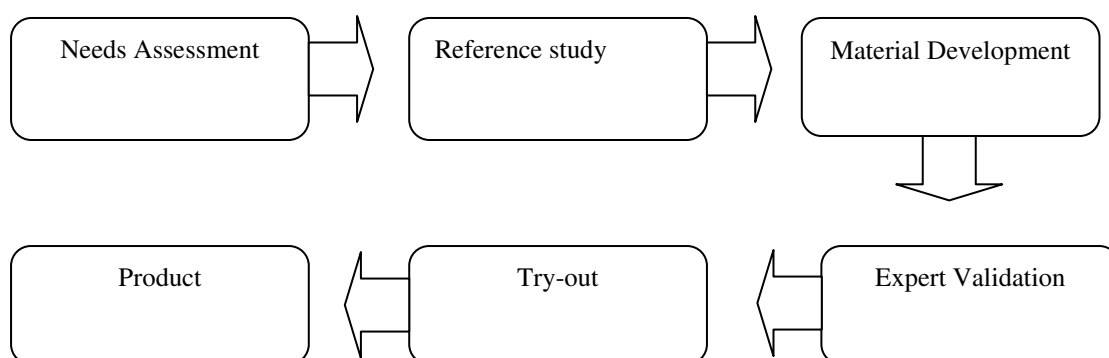


Figure 3.2 Design of current study (in Hermaniar 2013, adapted from Borg and Gall)

In developing the supplementary material for EFL young learners, the model proposed by Borg and Gall was adapted. The model involved the following steps: needs assessment, reference study, material development, expert validation, try-out, and product. Need assessment was planned at the first stage of development to be made in order to get information in terms of topic and kinds of exercises related to the proportion of the supplementary materials. Some references which were intended to give theoretical bases of the workbook development were studied in this stage. The following step of this research was reviewing the

existing material used in the classroom, the instructional goal based on syllabus, and the course outline. Supplementary Material Development at this stage, the content was developed. As the supplementary material contained exercises, the activities in this stage would deal with them. Validating the product in the expert validation stage was needed to evaluate whether or not the materials were rationally effective and applicable to facilitate certain activities for students in the class. The developed workbook was given to the expert to be validated to get valuable input from the feedback given. The feedback given by the expert was used to revise the workbook. At the try out stage, the supplementary material developed was going to try out to the students and students in SD Al-Kautsar were interviewed toward the supplementary vocabulary material. The data from try-out would be analyzed and used to revise the product. In the needs assessment, the data were in the quantitative and qualitative form. The quantitative data were resulted from analyzing the achievement score and the qualitative data were resulted from observing and interviewing the English teacher. In the expert validation, the data were also in qualitative and quantitative form. The quantitative data were the result of expert validation checklist and the qualitative data were in form of suggestion, comments and revisions from the expert. The checklist from experts was scored by the rating scale in Hermaniar (2013).

RESULTS AND DISCUSSION

This section discusses the issues of concerns on all steps R & D used that have been mentioned previously.

1. Need Assessment

The Data Obtained from the Observation were found out that the source of the materials is Joyful English by Quadra publisher which consists of seven units for two semesters. Since this research focuses on the second semester of fourth grade students, the researcher found that those three units are available for the second semester. The activities in the textbook are limited toward reinforcement of vocabularies. The activities guided student to comprehend and practice the grammatical focus. Another learning source used by student and teacher in English teaching and learning process was LKS that was from Mediatama Publisher. The content of Mediatama LKS consisted of grammatical focus and grammatical exercise in multiple choices and essay. As the result, the activities for student to learn more vocabulary through exercise were limited.

The Data obtained from the Students were resulted from the written test. The test in form of written test consisted of ten numbers. The ten topics were about weather, clothes, animal, classroom item, food and drink, at home, sports, rooms at school, school subject and jobs. The result of the test is that only 44% student who could answer and write the words with the correct spelling of weather topic, 56% students who could do that with the topic clothes, 56% students in term of sport topic, and 60% students in term of jobs topic. According to the result of tests to the students, it can be concluded that the supplementary vocabulary material would be developed under the four topics; weather, clothes, sport and jobs. The four topics weather, clothes, sport and jobs in the test were done by only a half of the total students. Therefore, the four topics became the vocabulary topics in the developing supplementary vocabulary material.

The Data Obtained from the English teacher, in conducting the teaching learning process, was that the English teacher got the trouble in term of the English material used. The English teacher also said that he sometimes used additional materials from other sources as internet or other resources. However, the whole activities in the textbook were not well-matched with the purpose and needs of students toward vocabulary learning because the activities and tasks were limited and grammatical oriented.

2. Supplementary Vocabulary Material Development

The materials used such as LKS and textbook were limited toward the vocabulary focus. As the result, the students couldn't obtain more vocabulary and they concerned to the grammatical focus. The data taken from need assessment were very helpful for the researcher to start developing the product. In the other words, it was necessary to develop a workbook to facilitate fourth grade students of Alkautsar elementary school in learning vocabulary. The first draft of the workbook was developed based on the course outline of grade students in 2nd semester. The subject content generally consists of two activities. They are words bank and vocabulary exercises. For vocabulary exercise, it covers 7 different vocabulary exercises. The exercises are matching, labeling, arranging, eliciting, completing, and crossword and word search. The researcher has applied them in every unit of supplementary vocabulary material. The description of one unit is as the example was following

UNIT 1 WEATHER

a) Weather word bank

- b) Matching the words with the pictures
- c) Labeling the pictures
- d) Completing the missing letters
- e) Arranging the scrambled letters
- f) Eliciting the words
- g) Weather crossword
- h) Weather word search

3. Expert Validation

As it has been mentioned previously, the next step after developing the draft of supplementary vocabulary material was expert validation. The researcher came to experts to give the draft of the supplementary vocabulary material and to get feedback, comment, and suggestion from the all experts.

There are two types of data acquired in this expert validation step. The quantitative data were obtained from the expert validation checklist given to the experts while they filled or chose one of the options a, b or c related to the criterion given. The comment and suggestion written by the experts were described qualitative.

The results of expert judgment of supplementary vocabulary material were presented in the following table

No	Aspect	Expert I	Expert II	Expert III	Expert IV
1	Attractiveness	5	5	3	5
2	Layout	3	3	3	5
3	Typing	3	3	3	3
4	Font style	5	5	5	3
5	Spacing	3	3	5	3
6	Organization of material	5	3	5	3
7	Relevance of material with the objective	5	5	5	5

8	Legibility	3	5	3	3
9	Instructional objective	3	3	3	5
10	Topics	5	5	5	3
11	Instruction	5	5	3	5
12	Types of exercise	5	3	3	5
13	Language use	3	3	3	3
Total		53	51	55	51

As it is presented in the table, each of experts gave 3 scores for the most aspects. Based on the collected data obtained from English teachers as the expert I, II, and IV presented above, the value was collected using the same formula as the previous validation and the result shows 81,53%, 78,46 %, and 84,61 %. For the expert III, the English lecturer, the result shows 78,46 %.

As the result converted, The score converted into description by the range of 5-Scales criterion proposed by Kuswandi (2001) in Batunan (2011) in Hermaniar (2013), the supplementary vocabulary material was categorized as good criteria. However, some points are needed to be revised from teachers noted. According to the table above, some points such attractiveness, font style, relevance the material with the objective, topics, and instruction are remarked with the maximum score. The maximum score 5 meant that the aspects definitely fulfilled in rating scale for result of checklist. For the other aspects, most experts gave 3 score for the most aspects such layout, typing, spacing, legibility, instructional objective and language use.

The experts also gave qualitative feedback in form of comment, suggestions, and verbal input. The qualitative data stated was obtained from four experts. The data presented were in forms of written suggestion, comments, criticism, and also correction on grammatical and vocabulary aspects.

The first experts or the practitioner expert, an English teacher, emphasized the use of vocabulary material. She stated that the content of vocabulary material presented in the supplementary workbook is attractive and relevant to the content. The second expert, an English teacher, emphasized the appearance of points in term of how the supplementary vocabulary looked like and the consistency. He suggested that the contents on pages would be much better if presented based on the rules and the consistency of page set up should be raised in order to avoid the different forms for each pages in every unit.

The third expert, an English lecturer, commented on the substance, appearance, and target of words. His first comment was about giving the model before allowing student to do the exercises and the font used in the supplementary vocabulary material. He remarked that the fonts especially those which were under the pictures in word bank part should be bigger and better if it's colorful. And the last, he remarked that the number of vocabulary target was better stated clearly.

The fourth expert, an English teacher, commented to the appearance, content and form of supplementary vocabulary material. From the appearance of the vocabulary material, she emphasized that the font size especially on the introductory pages of vocabulary was too big. She also emphasized the use of article "a" or "an". She said that putting the article "a" or "an" in unit 3 people's job would be the exercise to choose. She commented the contents of some exercise were needed to check again. The points were the job crossword exercise in unit 3 people's job and sports labeling in unit 4 sports. She remarked that the vocabulary targets were too many in both two exercises part. Therefore, she

emphasized the amount of the words used in each part should be balance and should not be imbalance.

4. Try out

In try out stage, the supplementary vocabulary material was given to the students. There were 25 students working with developed workbook. As it has been mentioned above, the try out process was conducted once in one class. During the try out process, the researcher found and remarked several things.

The students looked enthusiastic toward the session because there were pictures presented in word bank and vocabulary exercises that helped them to work. The word bank session in the beginning were presented so that the students feel attached and easy to obtain the vocabulary targets. Moreover, they engaged in the vocabulary exercises activity because they could explore over the same target words in different terms.

At the end of the meeting of one unit in the try out process, interviewing the students was conducted and students were asked with some questions. The data taken from interview was transcribed and analyzed for criteria included in the interview questions. The result obtained from the try out through interview can be seen on the table in appendix.

Related to the attractiveness, the result of the interview show that 72% students agreed the supplementary vocabulary material was colorful and the rest 28% students said that they agreed with grayscale or black and white. In term of the use of pictures or texts, 80% students chose pictures and the rest 20% preferred the use of texts. There were 12% students said that they preferred the big pictures and

88% students preferred the small pictures used in the supplementary vocabulary material. Related to the font size used, 76% students agreed with the big font size or standard used and 24% students preferred the smaller font size. For the attractiveness of the supplementary vocabulary material, 100% students agreed that was attractive. There were 88% students said that the supplementary vocabulary material was easy and the rest 12% students said that it was difficult. 100% students said that the supplementary vocabulary material was helpful for them in learning vocabulary. For the instruction, 100% students said that the instruction was comprehensible. Related to the most attractive vocabulary exercise, 4% students said that arranging of scrambled letters was the most attractive; while 8% students thought the words eliciting was the most attractive part, 36% students said that it was exercise 6 vocabulary crossword and 52% students said that it was vocabulary word search.

In term of the easiest vocabulary exercise, 88% students said that the exercise part 1 matching the words with the pictures was the easiest one and the rest 12% students said that it was vocabulary crossword. Related to the difficult exercise, there were 28% students said that labeling was the difficult part, while 12% students said that it was the arranging of scrambled letters. 40% students said that exercise 4 eliciting the words was the difficult part in vocabulary exercise and the rest 20% students said that it was crossword vocabulary exercise. When students were asked among textbooks, LKS, or supplementary vocabulary material that could help them learning vocabulary, there were 4% students said that LKS provided by school was helpful. The rest 96% students said that it was the supplementary vocabulary material.

5. Product

The draft of supplementary vocabulary material has passed all steps in this process. After having completed procedures the researcher adapted from Borg and Gall (1983), the product in the form of workbook for fourth grade students in Alkautsar elementary school is ready. The overall supplementary vocabulary material was made interesting and attractive and the contents of the workbook were supported by providing two main parts such as word bank and vocabulary exercise. The various vocabulary exercises cover 7 kinds of activities that can be done by students; matching, labeling, arranging, eliciting, completing, crossword and word search. The supplementary vocabulary material has 4 units. They are unit 1 weather, unit 2 clothes, unit 3 people's job and unit 4 sports. The supplementary vocabulary material consists of 50 pages. The pictures mostly were taken from Google and then vocabulary exercises were developed consistently each unit supported by pictures.

CONCLUSION

After conducting the whole process of this developmental research, the conclusion is presented

1. This supplementary vocabulary material for EFL young learners in Alkautsar elementary school is developed based on the developmental research procedure of a modified R&D cycle proposed by Borg and Gall. The developmental research procedure of a modified R&D cycle mentioned above covers the need assessment, reference study, expert validation, try out and product.

2. This model is appropriate in research and development of supplementary vocabulary material since it is systematic, the concept is comprehensible and the principle and the procedure are easy to apply.

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